

UNIVERSITY OF SANTA CLARA BULLETIN

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GRADUATE SCHOOL OF HUMANITIES 1971-72



UNIVERSITY OF SANTA CLARA BULLETIN

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UNIVERSITY OF SANTA CLARA

**GRADUATE SCHOOL OF
HUMANITIES 1971-72**





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Graduate Humanities Calendar 1971-72*†

Fall Quarter

September 22	Wednesday	Registration, 3-5 p.m.
September 23	Thursday	Instruction begins.
October 6	Wednesday	Last day for filing for candidacy for graduate degrees to be conferred December 1971.
November 25-26	Thursday-Friday	Thanksgiving recess, academic and administrative holiday.
December 11 to January 2	Saturday-Sunday	Christmas recess.
December 23-26	Thursday-Sunday	Christmas, administrative holidays.
December 30 to January 2	Thursday-Sunday	New Year's, administrative holidays.

Winter Quarter

January 4	Tuesday	Registration, 3-5 p.m.
January 5	Wednesday	Instruction begins.
January 14	Friday	Martin Luther King's Birthday, academic and administrative holiday.
February 21	Monday	Washington's Birthday, academic and administrative holiday.
February 28	Monday	Last day to file for candidacy for graduate degrees to be conferred in June 1972.
March 22 to April 2	-Wednesday-Sunday	Spring recess.

Spring Quarter

April 3	Monday	Registration, 3-5 p.m.
April 4	Tuesday	Instruction begins.
April 14	Friday	Last day for filing with the Graduate Committee final draft of theses for graduate degrees to be conferred in June 1972.
May 29	Monday	Memorial Day, administrative and academic holiday.
June 17	Saturday	121st Commencement
June 20	Tuesday	Spring quarter grades due.

Summer Session

June 19	Monday	Registration.
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*All dates are inclusive dates.

† Graduate students taking undergraduate courses must follow the undergraduate calendar.

1971

JANUARY							FEBRUARY							MARCH							APRIL						
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1972

JANUARY							FEBRUARY							MARCH							APRIL						
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Franciscan Padre, Tomas de la Pena, to mark the founding of the eighth of California's original twenty-one missions, Santa Clara de Assis.

Three quarters of a century elapsed before the University of Santa Clara or Santa Clara College as it was first known, opened its doors as an institution of higher learning. In the intervening years, however, the Mission served as a spiritual center and school for the Indians.

In 1851, the new Dominican bishop of San Francisco, Joseph Sadoc Alemany, asked the Jesuit Father John Nobili, formerly of the Oregon Missions, to begin a college at the Mission of Santa Clara. During the first academic year, 1851-52, Father Nobili and a faculty of three other Jesuit priests and four competent lay professors gave instruction to twenty-six students in arts, sciences, music and drama.

April 28, 1855, Santa Clara College received its charter from the State of California in full legal approbation of the school's academic functions. Slow but steady growth followed and distinguished graduates became prominent members of California life. However, it was not until the Schools of Law and Engineering were founded in 1912 and the courses in the Humanities and Sciences were expanded that the College became the University of Santa Clara.

Meeting the demands of urban growth in the Santa Clara Valley, the courses in commerce and finance were likewise amplified in 1926 and the University's School of Business Administration began. The Graduate School of Business was started in 1958 in recognition of the continuing important growth of the region as a business and financial center.

From the 1930's through World War II, the University's enrollment was relatively small. With the return of many war veterans came an enlarged student body, new resources and an expanded curriculum that led Santa Clara into a new era of rapid growth and development.

From the post-war period to the present time, the face of the campus has been changing and expanding. Eighteen new buildings costing approximately \$15 million have been added on the 67-acre campus. Today, the University has total assets of more than \$55 million and an annual budget of some \$13 million.

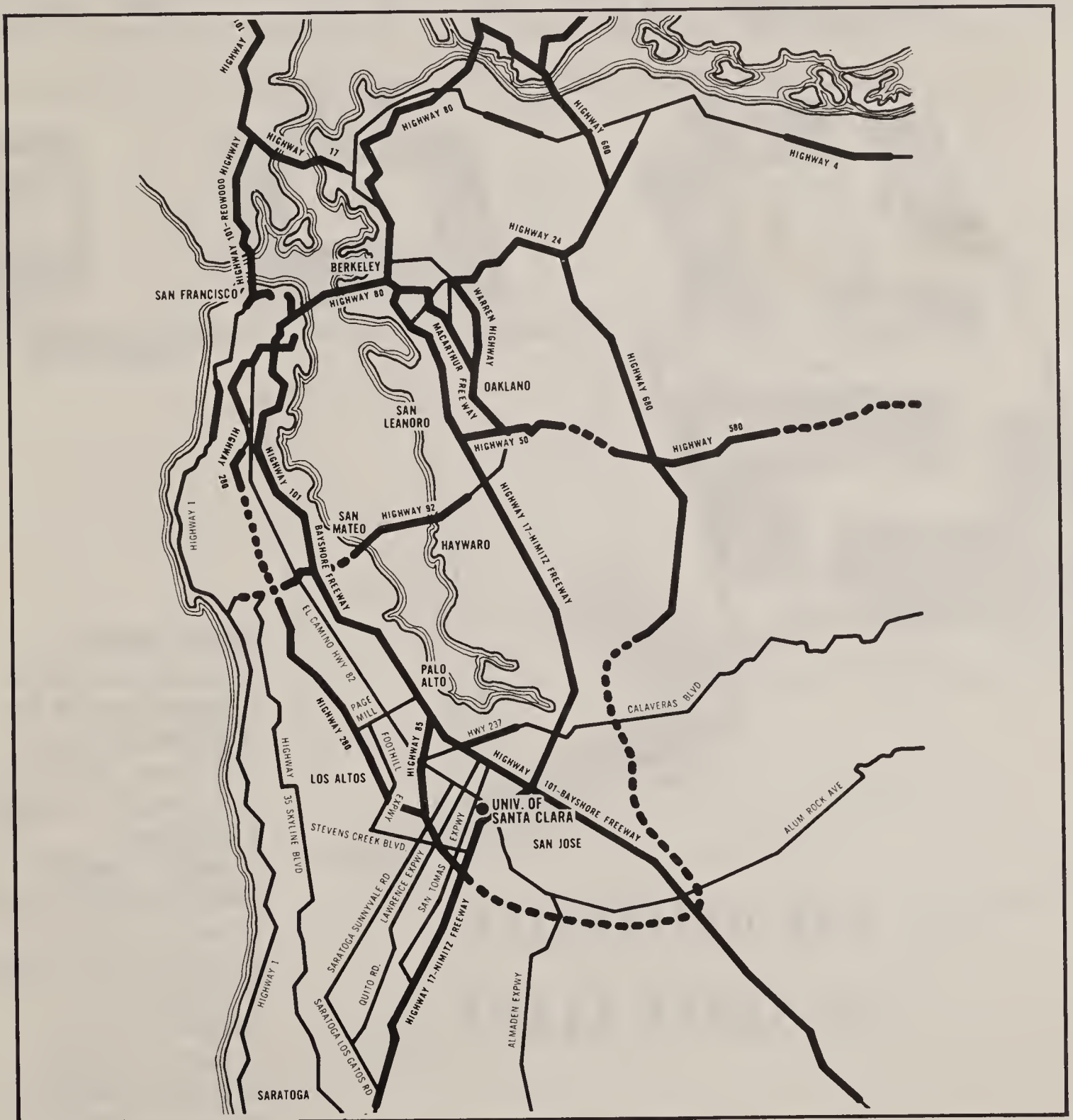
In 1961, the University announced a major change in policy and accepted women students for the first time. Now fully coeducational, the undergraduate student body numbers 3,286 which includes 1,191 women. The Law School and graduate programs in education, engineering, business, history, mathematics and English bring the total enrollment to 5,902.

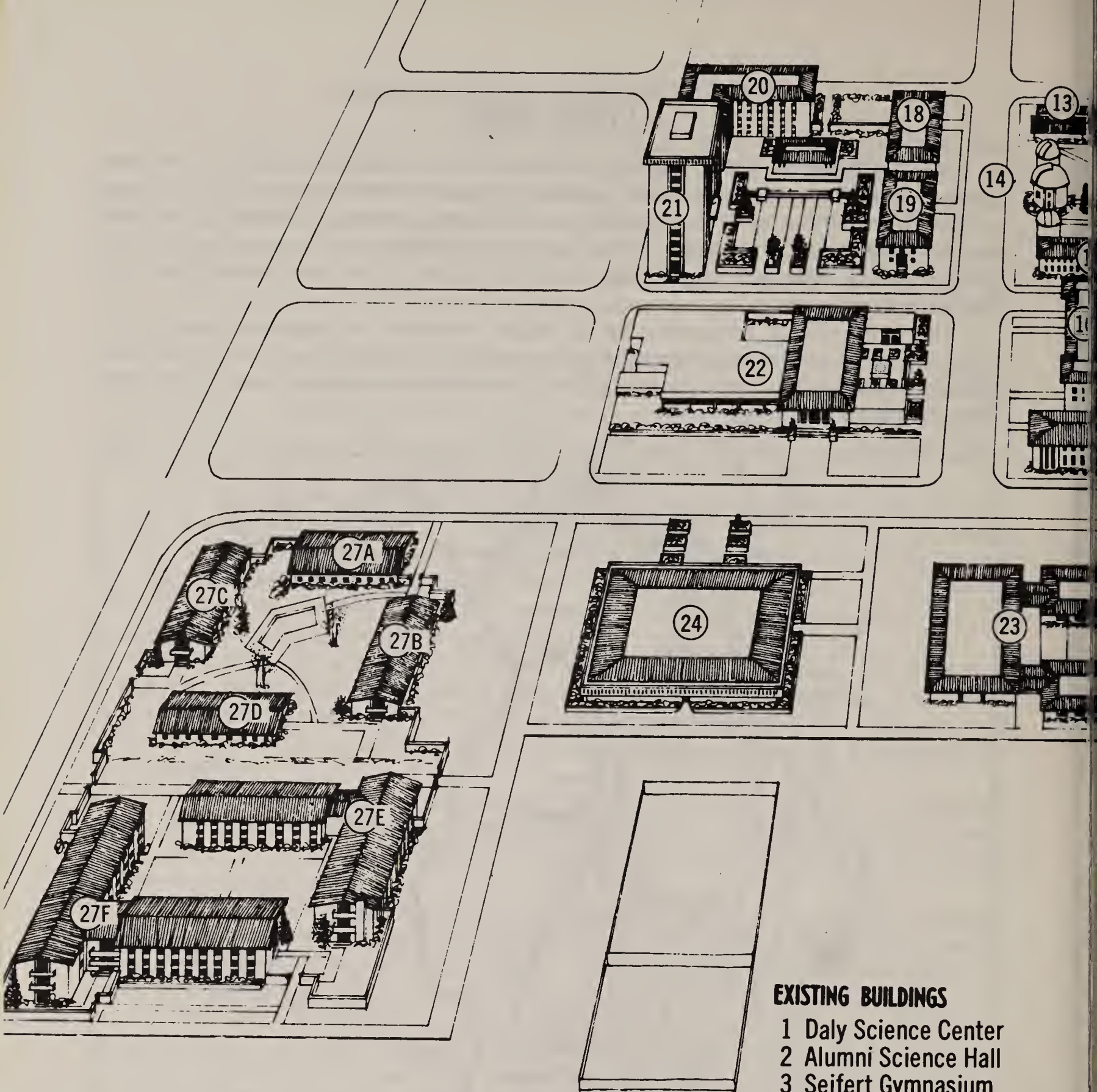


LOCATION

The University of Santa Clara is 46 miles from San Francisco near the southern tip of the Bay. Railroad and bus and car transportation by freeway places the renowned cultural and entertainment centers of San Francisco, Berkeley, Oakland and Marin County within one hour's travel. In the opposite direction are the beaches of Santa Cruz, and less than two-hours drive from the campus is the world-famed Monterey Peninsula and Carmel.

The University is accessible by all major railroads, by major airlines via San Francisco and Oakland International Airports, and by United Airlines, Pacific Southwest Airlines, Air West and Air California at San Jose Municipal Airport—about three miles from the campus.

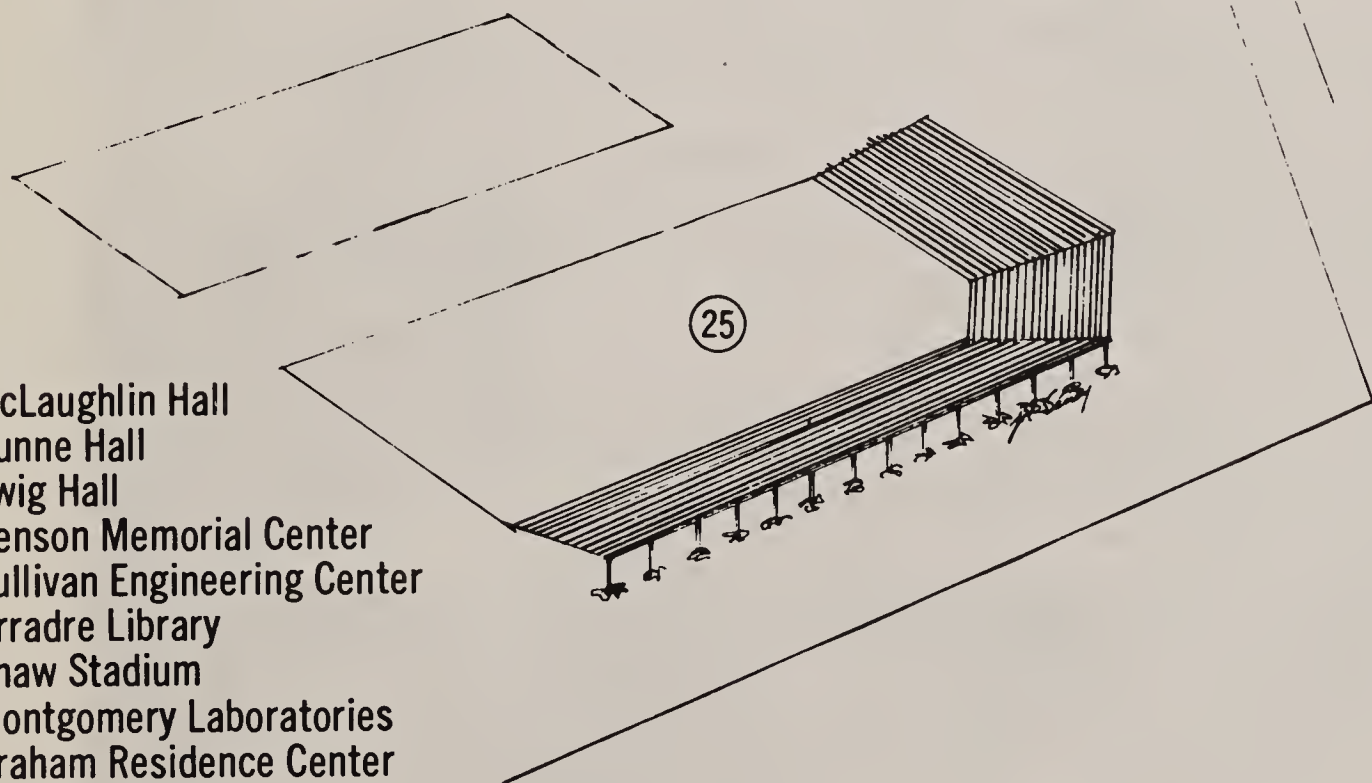
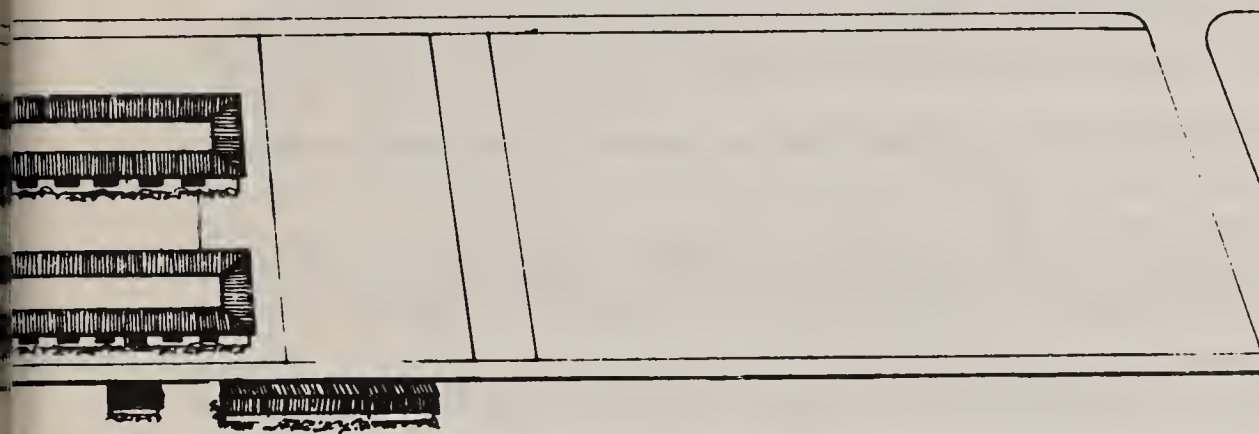
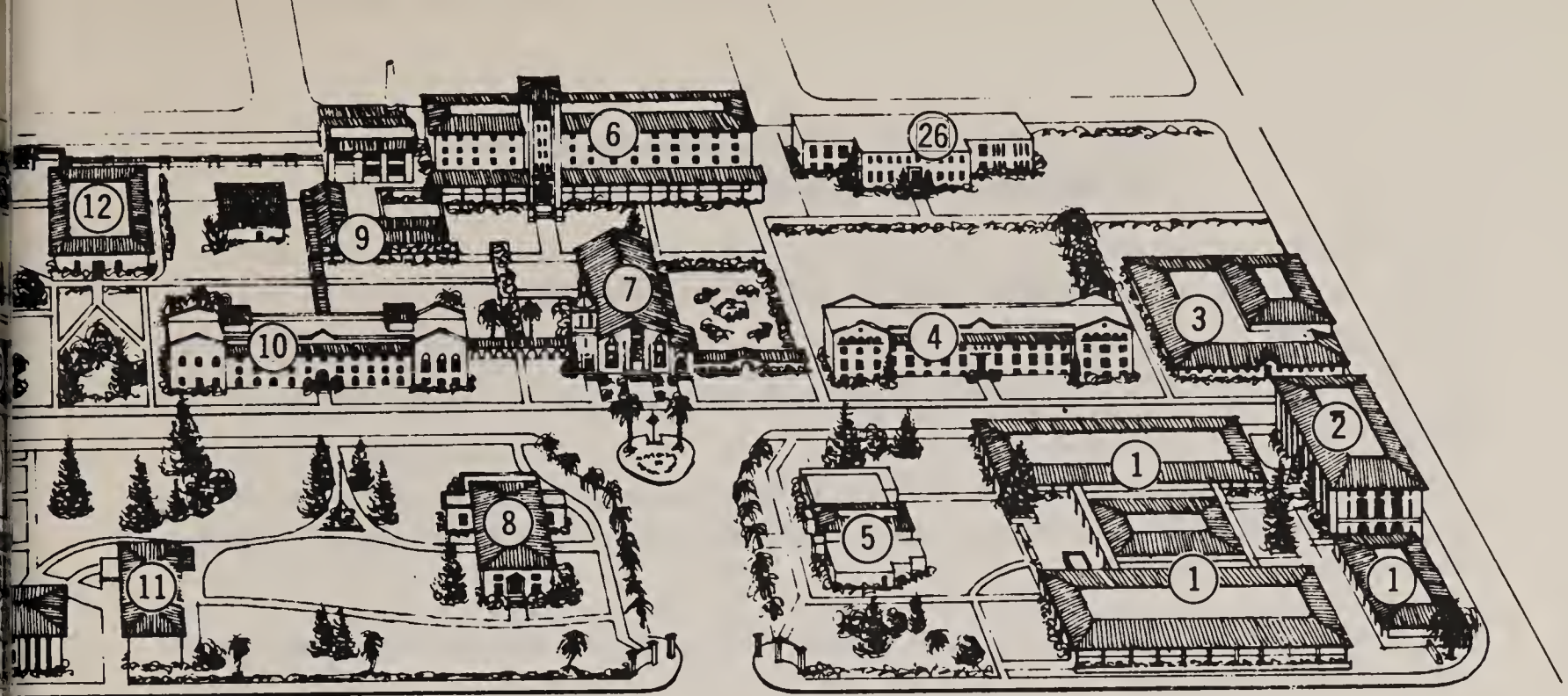




THE UNIVERSITY OF SANTA CLARA

EXISTING BUILDINGS

- 1 Daly Science Center
- 2 Alumni Science Hall
- 3 Seifert Gymnasium
- 4 O'Connor Hall
- 5 De Saisset Art Gallery
- 6 Nobili Hall
- 7 Mission Church
- 8 Walsh Administration Building
- 9 Faculty Club
- 10 Jesuit Faculty Residence
- 11 Heafey Law Library
- 12 Varsi Hall
- 13 Service Building
- 14 Ricard Observatory
- 15 Donohoe Infirmary
- 16 Kenna Hall
- 17 Bergin Hall
- 18 Walsh Hall



- 19 McLaughlin Hall
- 20 Dunne Hall
- 21 Swig Hall
- 22 Benson Memorial Center
- 23 Sullivan Engineering Center
- 24 Orradre Library
- 25 Shaw Stadium
- 26 Montgomery Laboratories
- 27 Graham Residence Center
- A Strub Hall
- B Swig Hall
- C O'Neill Hall
- D Hancock Hall
- E Campisi Hall
- F Sanfilippo Hall

General Information

AIMS AND OBJECTIVES

The University of Santa Clara is an institution of higher learning founded by the Jesuit Fathers in 1851. The University is governed by a Board of Trustees of laymen and Jesuits.

Its principal objective is to provide superior undergraduate education in the liberal arts, in the sciences and in the professions of business and engineering to a student body of limited size and of high ability.

It also offers selected graduate programs in business, engineering, law and humanities and sciences.

It presents programs in theology, scripture, and other religious studies which include the major religious traditions but with emphasis on the Catholic tradition.

It encourages research as an important part of graduate and undergraduate education.

It encourages experimentation and innovation in teaching methods and curriculum to make the education more relevant to contemporary society and the needs of modern man.

It welcomes professors and students of all races, religions, and national origins.

It provides special assistance to disadvantaged students, not only to help solve social injustice, but also to diversify the student body in a way that will better prepare all the students to contribute to a pluralistic society.

Within this diversity it offers the opportunity for spiritual growth in private life and in the Christian community and worship which it fosters.

It is a scholarly community in which students, professors and administrators, united in the search for truth, are actively involved in the formulation and implementation of institutional policy, and share responsibility for creating and maintaining an atmosphere in which all have freedom to learn, freedom to inquire and freedom to express themselves.

Santa Clara recognizes the importance of bringing to students, professors and the community at large, current and influential thought from the mainstream of contemporary life in philosophy, literature, science, the arts, politics, religion and other cultural areas through public discussion, seminars, conferences and exhibitions. These will not necessarily reflect the University position, nor agree with majority opinion, and they will not constitute an endorsement since they may represent divergent views.

Board of Trustees
University of Santa Clara
November 19, 1968

THE GRADUATE SCHOOL OF THE COLLEGE OF HUMANITIES

Although the College of Humanities of the University of Santa Clara considers its primary purpose to be that of providing the very best liberal education for the undergraduate student, it also recognizes the growing need in society for advanced professional and graduate degrees, especially in the field of general education.

Graduate study, therefore, in the College of Humanities is designed to qualify candidates for the California State Secondary Teaching Credential, the Standard Designated Credential with specialization in Pupil Personnel Service, the Master of Arts in Education, the Master of Science degree in the Teaching of Mathematics, and the Master of Arts in English and in History.

Single subject majors within the Secondary Credential program are those commonly taught in the public high schools of California: English, French, History, Mathematics, Science, Social Studies, Spanish, and Theatre Arts.

The Master of Arts in Education includes specialized programs in the teaching of English, French, History, Reading, and Spanish, as well as in Counseling and Guidance (Pupil Personnel Services).

The Master of Arts programs in English and in History are designated to provide the candidates with a comprehensive knowledge of their subject fields and to instruct them in the techniques of scholarly research. Successful candidates ordinarily proceed to faculty appointments in the junior college or to doctoral studies at another institution.

The Master of Science in the Teaching of Mathematics is a program offered conjointly by the departments of Education and Mathematics and is designed for both prospective and experienced teachers of Mathematics in secondary education.



COUNSELING SERVICES

A variety of counseling services are conveniently available to all students. The University Chaplain and his assistants provide religious guidance in personal interviews. The deans of the Colleges and Schools and the professors of the student's major department usually provide for the academic counseling of the students.

The University Counseling Center is complementary to, and supportive of, the total university counseling, guidance and advisement effort. A professional staff of psychologists and guidance specialists is available to aid the students in dealing with academic, occupational planning, and personal-social problems which may confront them as maturing men and women. Counseling and testing procedures are used that are appropriate to the student's needs. The fundamental objective of these services is to enable the student to use his own resources in dealing with the problems he confronts.

STUDENT HOUSING

The University maintains twelve dormitories for undergraduate students living on campus, six for women and six for men. These provide as homelike an atmosphere as possible within the framework of the University's educational requirements.

Dormitory space is open to graduate students only on a space-available basis after undergraduate requirements have been met. Inquiries should be sent to: Director of Housing, University of Santa Clara.

SUMMER SESSION

Graduate-level summer courses in the College of Humanities are offered by the Departments of Education, History, English and Spanish.

Institutes and workshops of one to seven weeks duration are presented in education, counseling, writing, mathematics, political and social science. These are of particular value to teachers and graduate students.

Further information may be obtained from the Summer Session Office.

UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS PERTINENT TO THE GRADUATE SCHOOL OF HUMANITIES

Accredited by the Western Association of Schools and Colleges

Member American Council on Education

Member Council of Graduate Schools in the United States

Member Association of American Colleges

Accredited by the California State Board of Education

Member American Association of Colleges for Teacher Education

RIGHTS RESERVED

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

Graduate Programs

Admissions Information

GENERAL ADMISSION REQUIREMENTS

Admission to the Graduate School of Humanities is open to students who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of good citizenship and of moral character.

Demonstration of superior scholastic aptitude is determined by the Committee on Admissions according to the following norms:

1. For the Master of Arts in English or in History, the applicant must have earned a 3.00 grade point average, on a four-point scale, in all upper division work. Normally, he should have better than a 3.00 in his major.

2. For the Master of Arts in Education, and the Master of Science in the Teaching of Mathematics, the applicant must have earned a 2.75 grade point average in all upper division work.

3. For the secondary teaching credential, the applicant must have earned a 2.50 grade point average in all upper division work.

A substantial amount of previous graduate work with a 3.00 grade point average will in certain cases compensate for a grade point deficiency in undergraduate work.

A student who has been disqualified in any college or school of the University of Santa Clara is ineligible for admission to the College of Humanities.

Foreign students must demonstrate ability to speak and write English fluently and correctly.

Evidence of good citizenship and moral integrity is ordinarily provided by letters of recommendation. Such letters are not required of applicants holding a bachelor's degree from the University of Santa Clara.

Admissions Process

The applicant should file his application form at least six weeks before the registration day of the term in which he wishes to begin his graduate study. For the fall term, this means by August 1; for the winter term, by November 1; for the spring term, by February 1; for summer session, by April 1.

No action can be taken by the Committee on Admissions until official transcripts of the applicant's previous academic work have been received. Absolutely essential are transcripts from the institutions which awarded the applicant his bachelor's degree and those from institutions in which the applicant has done graduate study. The applicant is responsible for seeing that these transcripts are sent directly to the Office of the Dean of Graduate School of Humanities by the deadlines mentioned above.

Once the application form and transcripts have arrived, the Committee on Admissions will accept or reject the applicant. Notice is sent by mail at once. No specific reasons will be given in the case of rejection and no information will be given by telephone.

Non-matriculated or special students, i.e., those not seeking a degree from the University but wishing to take certain courses in the Graduate School, should file special admission forms in the Office of the Dean at least three weeks before the beginning of the term. A five-dollar service fee will be charged to cover costs of keeping records.

ENTERING NEW COURSES

Students may enter a course for the first time only during the first week of classes of the term.

TRANSFERRAL OF CREDIT

Up to 10 quarter units of graduate credit may be transferred into a degree program at Santa Clara from another accredited institution, provided that they have been taken as graduate work and will fit the requirements of one of the described degree programs.

LEAVE OF ABSENCE OR WITHDRAWAL

When a student withdraws from the University or from a class, he must fill out a Withdrawal Form and report to the Director of the Graduate Division. This cannot be done by mail or by telephone but must be done in person.

A matriculated student who interrupts his course of studies for *one* term should by letter request a leave-of-absence. He need not re-apply on his return. Summer session is not considered a "term."

A matriculated student who interrupts his course of studies for more than one term must withdraw from the University. In order to return, he must file a new application form, but without fee. Such application forms should be filed at least one month before term registration.

Withdrawal forms are obtainable in the Office of the Registrar. Students who interrupt their course of studies for more than one consecutive term and fail to file a withdrawal form are liable to be refused re-admission.

Non-matriculated or special students must file forms in the Office of the Dean each and every time they wish to register for a term.

INCOMPLETES

A student's work may be reported incomplete if, due to unavoidable circumstances, some essential portion of his work in the course remains unfinished after the final examination. An incomplete becomes a failure unless the unfinished work is completed to the satisfaction of the instructor within a period of one year.

GENERAL REQUIREMENTS FOR A GRADUATE DEGREE

The minimum number of graduate quarter-units of credit required for the Master of Arts degree or for the Secondary Credential is 45. Course requirements are described under each program heading in the following pages.

For the Master of Arts degree, for the M.S.T.M. and for the Secondary Credential the candidate must maintain a 3.00 grade point average.

Any student who fails to maintain the required grade point average may be disqualified.

No more than ten quarter-units of credit earned as a non-matriculated student may be applied toward a degree program.

No student will be permitted to carry more than 15 graduate quarter hours in a single term. No student may carry more than 10 quarter hours during the summer session at Santa Clara. Any student carrying less than nine quarter hours will be considered a part-time student.

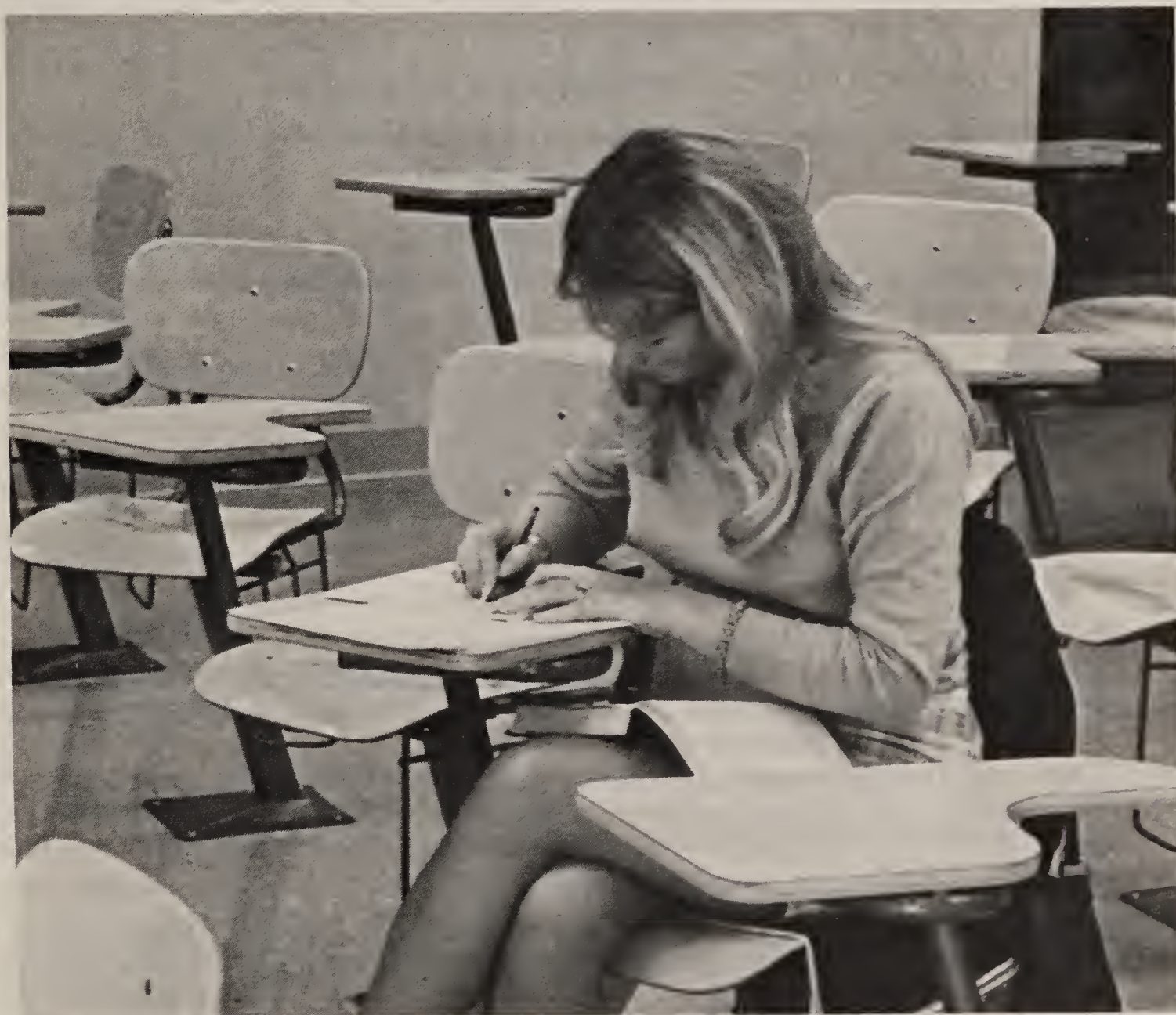
All requirements for any degree must be completed within a five-year period.

MARKING SYSTEM

A student's grade of scholarship is given according to the following marks:

A	Excellent	D	Inferior
B	Good	F	Failure
C+	Above Average	I	Incomplete
C	Satisfactory	W	Withdrawal

To determine a numerical average, 4 grade points are assigned for each A, 3 for a B, 2.5 for a C+, 2 for a C, 1 for a D, and 0 for an F. To arrive at the grade-point average, the total earned grade points are divided by the number of courses which have been undertaken. A C average is 2.0.



GRADUATE PROGRAMS

DEPARTMENT OF EDUCATION

THE SECONDARY TEACHING CREDENTIAL PROGRAM

Director: Iris M. Tiedt, M.A., Assistant Professor of Education

Purpose

This fifth-year program is designed to meet California State Credential requirements for teaching grades 7 through 12. The University of Santa Clara is accredited by the California State Board of Education to recommend qualified candidates for this credential.

Admission Requirements

An applicant should have the following undergraduate preparation:

- 1) A bachelor's degree from an accredited institution;
- 2) A subject major commonly taught in the State secondary schools, e.g., English, History, Languages, Mathematics, Sciences.
- 3) Four quarters of English, including advanced composition;
- 4) Have satisfied the American Institutions requirement.

Course Requirements

The candidate must complete 45 quarter units of graduate credit and meet the following requirements:

- 1) Basic Courses (100 level courses may be taken during the junior or senior year):
 - Ed. 111: The Philosophy of Education
 - Ed. 119: The Psychology of Education and one of the following:
 - Ed. 230: Guidance of Exceptional Individuals (3)
 - Ed. 284: Elementary Reading (4)
 - Ed. 285: Children's Literature (3)
 - Ed. 286: Adolescent Literature (3)
- 2) Graduate Courses
 - Ed. 206: Curriculum and Instruction in the Secondary School
 - Ed. 208 (or 209 or 210 or 211 or 212): Special Curriculum and Methods
 - Ed. 321: Directed Teaching I
 - Ed. 322: Directed Teaching II

Two graduate courses (10 quarter hours) in the candidate's major or minor, but not one in each.

A candidate may not enroll in Ed. 321 and 322 until he has completed satisfactorily at least one term (15 quarter units) of course work under supervision, and has been accepted into the fifth year credential program.

THE MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is a professional degree in the teaching of English, French, History, Spanish, and Reading and in Counseling Psychology and Guidance. The Master of Science degree in the Teaching of Mathematics is an equivalent degree in the teaching of secondary school mathematics.

For the prospective teacher in secondary schools, the Master's degree program is intended to meet California State teaching requirements and to include additional course work in the teaching major. As a graduate program for teachers who already hold the State credential, the Master's Degree in Education provides a concentration in the candidate's teaching field and a specified core of graduate courses in professional education. It is intended to qualify prospective teachers for instruction on the secondary or junior college levels.

The Master of Arts Program in Education in Counseling Psychology and Guidance provides for the training and credentialing of experienced teachers for counseling in the elementary school, secondary and junior college levels, and for the training of other experienced professionals who counsel in related fields.

Specific requirements and prerequisites in each teaching subject of the Master of Arts in Education degree are listed below:

English

Director: Robert H. Meyer, Ph.D., Assistant Professor of English

Prerequisites

An undergraduate English major or at least 30 quarter hours of credit in upper division English courses, including courses in Chaucer, Shakespeare, American literature, and period surveys in English literature; ED 111 and ED 119, plus one education elective (see p. 16) or equivalents.

Students who have not completed the prerequisite courses may be admitted to the program, but they will be obliged to make up these prerequisites before completion of the program. It is strongly recommended that the candidates for this degree have the teaching credential and one year of full-time teaching experience before making application.

Requirements

1) A minimum of 25 quarter units of graduate credit in English beyond the normal requirements for the undergraduate major in English. Two of the five five-unit courses must be graduate courses (200's); the other three may be upper division undergraduate courses (100's). Required are English; 104 or 105 or 106 or 202; 101 or 102 or 103; 173 or 174; and any two other graduate seminars.

2) Education 206: General Curriculum and Methods; 208: Curriculum and Instruction in English; 321: Directed Teaching 1; and 322: Directed Teaching II. Candidates who have already completed these educational requirements may substitute electives for 11 of the 20 quarter units required in Education. In any case, they must take nine quarter units in Graduate Education courses. Recommended are Education 200: Interpersonal Communications; 218: Psychology of Development; 220: Research Methodology; and 275: Philosophic Foundations of Education.

French

Director: Christian L. van den Berghe, Ph.D., Assistant Professor of French

Prerequisites

An undergraduate major in French, including a course in French Applied linguistics, or the equivalent of at least 40 quarter units in upper division French. Three courses in education, including the philosophy of education and the psychology of education, or equivalents.

Students who have not completed the prerequisite courses may be admitted to the program, but they will be obligated to make up these prerequisites before completion of the program.

Requirements

1) *French*. An additional 25 quarter units of French beyond the normal requirements for the undergraduate French major. Fifteen of these 25 units must be in graduate courses (200's); the remaining 10 may be selected among certain advanced undergraduate courses (100's).

2) *Education*. Education 206: General Curriculum and Methods; 212: Curriculum and Instruction in French; 321: Directed Teaching I; and 322: Directed Teaching II. Candidates who have already completed these educational requirements may substitute recommended electives for 11 of the 20 quarter units required in Education. In any case, they must take nine quarter units in graduate Education courses. Recommended are Education 200: Interpersonal Communications; 218: Psychology of Development; 220: Research Methodology; and 275: Philosophic Foundations of Education.

History

Director: Matthias S. Meier, Ph.D., Associate Professor of History

Prerequisites

An undergraduate major in History or at least 30 upper division quarter units in History, including United States and European History; Education 111 and 119 plus one education elective (see p. 15) or equivalents.

Requirements

1) *History*: 25 units of graduate credit beyond the normal requirements for the undergraduate major. Fifteen of these twenty-five must be in graduate courses (200's); the remaining ten may be in upper division (100's).

2) *Education*: 206: General Curriculum and Methods; 211: Curriculum and Instruction in Social Studies; 321: Directed Teaching I; 322: Directed Teaching II. Candidates who have already completed the educational requirements may substitute electives for 11 of the 20 quarter units required in Education. In any case, they must take 9 quarter units in Graduate Education courses. Recommended are Education 200: Interpersonal Communications; 218: Psychology of Development; 220: Research Methodology; and 275, Philosophic Backgrounds of Education.

Reading

Director: Gerald E. McDonald, Ed.D., Professor of Education

Prerequisites

California State Teaching Credential.

Requirements

Forty-five quarter units beyond the Credential. Required courses are English 101: Introduction to Linguistics; Education 217: Social Learning Theory; 218: Psychology of Development; 201: Remedial Reading I; 202: Remedial Reading II; 220: Research Methodology; 230: Guidance of Exceptional Individuals; 275: Philosophical Backgrounds of Education; 284: Elementary Reading; 285: Children's Literature; 286: Adolescent Literature; 288: Research in Reading; 310: Independent Study. Electives may be substituted with permission of the Director.

Spanish

Director: Andrew I. Rematore, Ph.D., Associate Professor of Romance Languages

Prerequisites

An undergraduate major in Spanish or at least 40 quarter units of upper division courses in Spanish, including two courses in Spanish Applied Linguistics (175 and 176 or equivalents); Education 111 and 119, plus one elective in education (see p. 15) or equivalents.

Students who have not completed the prerequisite courses may be admitted to the program, but they will be obliged to make up these prerequisites before completion of the program.

Requirements

1) *Spanish*. An additional 25 quarter units of credit beyond the undergraduate requirements for the major. Fifteen of these units must be in graduate courses (200's).

2) *Education*. 206: General Curriculum and Methods; 210: Curriculum and Instruction in Spanish; 321: Directed Teaching I; 322: Directed Teaching II. Candidates who have already completed the educational requirements may substitute electives for 11 of the 20 quarter units required in Education. In any case, they must take 9 quarter units in Graduate Education courses. Recommended are Education 200: Interpersonal Communications; 218: Psychology of Development; 220: Research Methodology; and 275: Philosophic Backgrounds of Education.

Counseling Psychology and Guidance

Director: William W. Yabroff, Ph.D., Assistant Professor of Education

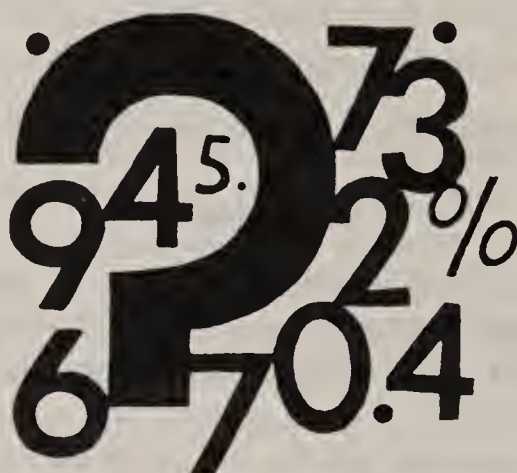
Prerequisites

A bachelor's degree or the equivalent. Candidates for the Standard Designated Services Credential with a specialization in Pupil Personnel Services should have three years of teaching experience and the equivalent of 45 quarter units of graduate credit.

Requirements

Forty-five quarter units of credit. The following courses are required: Education 200: Interpersonal Communications; 220: Research Methodology; 221: Statistics for the Behavioral Sciences; 275: Philosophic Backgrounds of Education. The remaining credits will be taken in courses selected by the Director as most suitable for the candidate's professional goals.

Candidates for the Standard Designated Credential with specialization in Pupil Personnel Services must complete a total of 90 quarter units or 60 semester units of graduate credit. The following courses in Education are required: 216, 219, 220, 226, 227, 230, 300, 301, 307, and 330. Although the degree requires 45 quarter units, the remaining units to total 90 quarter graduate units (60 semester units) for the Standard Designated Services credential may be taken at another institution and in areas other than education or counseling.



MASTER OF SCIENCE IN TEACHING MATHEMATICS

Director: David E. Logothetti, M.A., Assistant Professor of Mathematics and Education

Prerequisites

An undergraduate major in Mathematics or a substantial minor (an elementary calculus sequence plus at least two upper division mathematics courses).

Requirements

1) Mathematics: 35 quarter units of approved upper division or graduate Mathematics courses, including 172: Problem Solving; 270-271: Advanced Topics for Secondary Teachers; and 290: Thesis.

2) Education: Ten quarter units, including ED-209 Curriculum & Instruction in Mathematics (5 units). *Prospective* teachers would normally select these units from ED-108 History of Education, ED-111 Philosophy of Education, ED-119 Psychology of Education, ED-206. Secondar Curriculum & Instruction, ED-321 and ED-322 Directed Teaching, or ED-325 Internship Seminar. *Credentialed* teachers, on the other hand, would select from ED-218 Psychology of Development, or ED-275 Philosophic Backgrounds of Education, or any other upper division or graduate course.

3) Special provision will be made for students in the N.S.F. Summer Institute.

MASTER OF ARTS IN ENGLISH

Director: George J. Sullwold, Ph.D., Chairman, Department of English

Prerequisites

An undergraduate major in English or at least 30 quarter units of upper division courses in English and American literature, including courses in Chaucer, Shakespeare, period surveys, and literary criticism or theory.

Requirements

- 1) Courses: 45 quarter units of credit in English beyond the requirements for the undergraduate major. Twenty-five of these units must be in graduate courses or seminars (200's); the remaining 20 may be in upper division undergraduate courses (100's).
- 2) Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German.
- 3) Examinations: He must pass a comprehensive examination in two periods of specialization. The titles he must prepare for the examination are given on the Graduate Reading List, copies of which are obtainable in the Office of the Director.
- 3) Thesis: All candidates for the Master of Arts in English must submit an acceptable thesis. The thesis may be substituted for 5 or 10 units of course work.



THE MASTER OF ARTS IN HISTORY

Director: Matthias S. Meier, Ph.D., Chairman, Department of History

Prerequisites

An undergraduate major in History or its equivalent.

Requirements

- 1) Courses: 45 quarter units of graduate credit in History beyond the normal requirements for the undergraduate major. Twenty-five of these units must be taken in graduate courses (200's); the remaining 20 may be taken in upper division courses (100's).
- 2) Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German, or the language of the area of specialization.
- 3) Examinations: The candidate must pass a written comprehensive examination.
- 4) Thesis: All candidates may choose to present a thesis rather than take the comprehensive examination. The thesis must be accepted by the Department and defended by the candidate. History 300 (thesis) may be substituted for 5 or 10 units of graduate course work.

Financial Information

TUITION AND FEES

Application Charge \$ 20.00

This charge is to be sent with each application form and is not refundable.

Registration Fee 5.00

This fee is payable each quarter of registration regardless of the number of units for which the student is registered. The fee is not refundable.

Tuition, per graduate quarter unit 35.00

Tuition, per undergraduate term course 210.00

Graduation fee for those receiving the Master's Degree 25.00

Graduation fee for those receiving the teaching credential 15.00

Refund of Tuition

Any student withdrawing during the first week of the term; i.e., seven days after the first scheduled class meeting, will receive a refund of one-half of the tuition. No other refunds will be authorized. The date on which written notice of withdrawal is received by the Dean of the School of Humanities will determine the refund, not the date of last attendance by the student.



FINANCIAL AIDS

Financial assistance at the University of Santa Clara is awarded on the basis of demonstrated leadership and character, superior academic record, and financial need. Assistance generally is categorized as scholarships, loans, deferred payment plans and jobs.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education through a loan program. Among those available to students of the Graduate School of Humanities are the National Defense Student Loan program, United Student Aid Funds Inc., and Federally Insured Loans. Application forms and further information may be obtained from the Office of Financial Aids, University of Santa Clara.

Scholarships and Fellowships

California State Graduate Fellowships. California residents who have need of monetary assistance and who intend to teach in higher education are eligible. These scholarships pay tuition and mandatory fees.

Edwin J. Brown Fellowship. A perpetual fellowship provided by a gift from Edwin J. Brown, Professor Emeritus of Education. This fellowship provides full tuition and cash proceeds from the endowment. It is awarded annually to a male, full-time graduate student in the Teaching Credential program.

Qualifications: Besides the conditions laid down by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, evidence of financial need is required. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before January 15.
3. Scholarships may be cancelled at any time for serious infractions of the rules and regulations of the University.
4. As a general rule, undergraduate applicants receive priority considerations for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Assistantships and Internships

1. Teaching assistantships are available to a limited number of candidates for the Master of Arts in English. The teaching assistant instructs in Freshman English and receives in return remission of tuition and an annual stipend of \$2,000. Application must be made directly to the Chairman of the Department of English, after acceptance in the Graduate School, by March 15.

2. Teaching internships are available to a limited number of candidates for the Master of Arts in Education in the Teaching of French or Spanish. Application should be made to the director of each program.

3. Internships are available to candidates for the Master of Science in the Teaching of Mathematics. Apply to the director.



Courses

EDUCATION

108. HISTORY OF EDUCATION

The growth of American public education. The secondary school. The influence of leading educators. Major educational trends.

111. PHILOSOPHY OF EDUCATION

An introduction to philosophic thinking about education with emphasis upon developing a rationale for classroom policy and practice.

119. PSYCHOLOGY OF EDUCATION

Physical, mental and moral changes occurring during the early childhood and adolescent period, as well as the development of their attitudes, interests, and problems. Practical application of psychological principles of learning and guidance. Introduction to testing and measurements concepts as they apply to classroom evaluation.

Graduate Courses

200. INTERPERSONAL RELATIONS (4)

A basic course in inter-personal communication processes for teachers, administrators and counselors with laboratory training in effective listening, clear sending, group discussion techniques, problem-solving, conflict resolution, and various kinds of classroom meetings which facilitate learning. The course is designed for implementation in school classrooms with students, faculty meetings, and group counseling sessions.

201. REMEDIAL READING I (4)

Causes of reading difficulties, diagnosis and remediation of reading problems.

202. REMEDIAL READING II (4)

Causes of reading difficulties, diagnosis and remediation of reading problems.

206. CURRICULUM AND INSTRUCTION IN THE SECONDARY SCHOOL (5)

An overall view of the secondary school curriculum. The teacher's role in curriculum development. Trends and innovations at the secondary level. Exploration of instructional methods and materials including varied media. Evaluation of pupil learning. Observation in junior and senior high schools.

208. CURRICULUM AND INSTRUCTION IN ENGLISH (5)

Techniques of selecting and organizing secondary curricula of instructing pupils, of using instructional materials, including audio-visual aids, and of evaluating pupil learning.

209. CURRICULUM AND INSTRUCTION IN MATHEMATICS (5)

Analysis of goals and objectives in secondary mathematics education, with emphasis on behavioral objectives. Study of relevant methods, materials and evaluation.

210. CURRICULUM AND INSTRUCTION IN SPANISH (5)

Analysis of Spanish program in secondary curricula; teaching materials, methods, including audio-visual aids, tests, and evaluation. Application of communication and technical devices for selection and evaluation of instructional materials.

211. CURRICULUM AND INSTRUCTION IN SOCIAL STUDIES (5)

Analysis of Social Studies program in secondary curricula; teaching materials, methods, including audio-visual aids, tests, and evaluation. Application of communication and technical devices for selection and evaluation of instructional materials.

212. CURRICULUM AND INSTRUCTION IN FRENCH (5)

Analysis of French program in secondary curricula; methods, teaching materials including audio-visual aids, tests, and evaluation. Application of communications and technical devices for selection and evaluation of instructional materials.

216. PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

Survey of the various ways of viewing human behavior with concentration on the relationship between personality theory, personality disorders, and therapeutic practices. Current concepts in clinical, educational, and mental health programs will be studied.

217. SOCIAL LEARNING THEORY (3)

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of these learning theories to behavioral control and analyses in the classroom and home.

218. PSYCHOLOGY OF DEVELOPMENT (3)

Survey of developmental theory, the principal changes in human behavior from birth to maturity. Problems of social, vocational, and family adjustment.

219. GROUP PSYCHOLOGY (3)

An intensive laboratory training course in small group dynamics. Techniques of small group leadership are supplemented by experience in group participation. Enrollment limited. ED 200 is recommended as a prerequisite. This course assumes competence in the basic skills taught in 200.

220. RESEARCH METHODOLOGY (3)

Concepts of research. Analysis of the role of research in teaching and counseling. Reading and interpreting research literature. The design, execution, and reporting of research relating to teaching and counseling. Enrollment limited.

221. STATISTICS FOR THE BEHAVIORAL SCIENCES (3)

The application of descriptive and inferential statistical concepts to education and guidance. Enrollment limited.

226. PRINCIPLES AND PROCEDURES IN GUIDANCE (3)

An introduction to the study of pupil personnel services, concepts, and procedures. Staff roles and functions, community resources, professional ethics, and legal aspects. Use of data processing in education, particularly in pupil personnel services.

227. COUNSELING PROCESS AND PROBLEMS (3)

An advanced interpersonal communications course with intensive laboratory training in the skills of personal counseling. This course assumes competence in the basic skills taught in 200.

230. GUIDANCE OF EXCEPTIONAL INDIVIDUALS (3)

Designed to acquaint the student with the problems and current treatment techniques for exceptional children and adults. Discussions will cover the educationally handicapped, the gifted and creative, and children with minimal cerebral dysfunctions, the culturally different, and the socially deviant.

275. PHILOSOPHICAL BACKGROUNDS OF EDUCATION (3)

Philosophic analysis of select problems confronting teachers in-service. Designed to develop theoretical conceptions as basic to teaching behavior.

284. ELEMENTARY READING (4)

A survey and study of approaches, methods, and practices in elementary school reading instruction.

285. CHILDREN'S LITERATURE (3)

Exploration of literature written for children; history and development of literature for children—author's, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation.

286. ADOLESCENT LITERATURE (3)

Emphasis on types of literature, analysis of literary qualities, selection and presentation of literature written for adolescents.

288. RESEARCH IN READING (3)

Designed to provide an exploration into the major contributions to the field of Reading. Emphasis will be placed upon an analysis of current reading practices and trends, and techniques for conducting reading research.

300. OCCUPATIONAL INFORMATION AND PLACEMENT (3)

Theories of vocational and career development. Educational and occupational structures and trends. Techniques of assisting the client in effective use of educational and occupational information in decision-making.

301. ORGANIZATION AND ADMINISTRATION OF GUIDANCE (3)

Methods of implementing and evaluating a guidance program. Problems of relating guidance services to the total curriculum of the school. Legal problems of administering pupil personnel services.

307. MEASUREMENT FOR GUIDANCE (3)

Theory and practice of standardized testing procedures; the applications and limitations of standardized tests; techniques of administering group tests. 221 or its equivalent is recommended prior to enrollment.

308. SEMINAR IN ELEMENTARY GUIDANCE AND COUNSELING (3)

Survey and discussion of recent research concerning the role and function of the elementary school counselor. Presentation of papers together with team projects to explore ways of clarifying and implementing effective counseling at the elementary level. Enrollment limited.

309. SEMINAR IN SECONDARY GUIDANCE (3)

Survey of recent research concerning trends, problems, and significant issues in counseling and guidance. Presentation of papers together with seminar discussions. Guest speakers. Enrollment limited.

310. INDEPENDENT STUDY (1-5)

Supervised research in special areas of education. Obtain the necessary forms from the Education Department and complete them *prior to registration*.

321. DIRECTED TEACHING I (5)

Participation and practice, under supervision, in conducting classes in public high schools. Conferences with supervising instructors and with the Director of Teacher Education.

322. DIRECTED TEACHING II (5)

Participation and practice, under supervision, in conducting classes in public high schools. Conferences with supervising instructors and with the Director of Teacher Education.

325. INTERNSHIP SEMINAR (5 to 10)

Responsibility for teaching two classes for a year in the secondary schools. Supervision by educational staff and the local school. Seminar discussion of selected teacher problems.

330. COUNSELING PRACTICUM (6)

An internship which includes supervised experiences in educational, vocational, and personal guidance. Use of counseling procedures for the age level at which the student is preparing to counsel. Two consecutive quarter terms are required. By permission only.

349. COUNSELING FOR COLLEGE (3)

Survey to familiarize high school and junior college counselors with research on college environments and practices for assisting students in college selection.

ENGLISH

101. INTRODUCTION TO LINGUISTICS

102. MODERN GRAMMAR

Prerequisite: 101 or equivalent.

103. THE ENGLISH LANGUAGE

History of origins and development of English as written and spoken in England and America.

104. CRITICISM AND DRAMA

Classical and Neo-classical criticism, especially as it applies to drama. Significant critical works will be read in conjunction with representative plays.

105. CRITICISM AND POETRY

Important criticism and theories from 1798 to the present. Poems will be studied in light of the critical theories.

106. CRITICISM AND FICTION

The theory and criticism of fiction from Flaubert and James to the present time. Representative works of fiction will be studied along with the critical theories.

107. ENGLISH PROSE STYLE

110. CLASSICAL DRAMA

A study of selected Greek and Roman plays in translation.

111. CONTINENTAL DRAMA

A study of selected French, German, and Italian plays of the 17th and 18th centuries in translation.

112. MODERN DRAMA

A study of selected European and American plays of the late 19th and 20th centuries in translation.

113. THE ENGLISH DRAMA I

The history of the drama in England from the beginning to 1660. Emphasis on Elizabethan and Jacobean dramas.

114. THE ENGLISH DRAMA II

The history of the drama in England from 1660 to 1900. Emphasis on Restoration.

115. ENGLISH DRAMA III

History of the drama in England from 1900 to the present.

116. SHAKESPEARE'S TRAGEDIES

Intensive study of Shakespeare's major tragedies.

117. SHAKESPEARE'S COMEDIES

Intensive study of Shakespeare's major festive and problem comedies.

118. SHAKESPEARE'S HISTORIES AND SONNETS

An intensive study of the *Richard II-to-Henry V* cycle of chronicle plays, and a study of the sonnets.

119. AMERICAN DRAMA

A history of American drama from its beginnings in 1767 to the present.

120. THE NEO-CLASSICAL PERIOD

A study of the non-dramatic literature of England from 1660 to 1798.

121. THE ROMANTIC PERIOD

A study of the non-dramatic literature of England from 1798 to 1832. Emphasis on poetry.

122. THE VICTORIAN PERIOD

A study of the nondramatic literature of Britain from 1832 to approximately 1900.

124. THE ENGLISH NOVEL I

A study of the English novel during the 18th Century.

125. THE ENGLISH NOVEL II

A study of the novel in England during the 19th Century.

126. THE AMERICAN NOVEL

A study of the development of the novel in America from Cooper to Faulkner. Winter term.

127. THE MODERN NOVEL

Readings of selected major works of modern English, American, and Continental novelists.

130. MAJOR AMERICAN WRITERS I

A study of major American authors up to 1865.

131. MAJOR AMERICAN WRITERS II

A study of major American authors from 1865 to the present.

140. HUMANITIES SEMINAR

For Honors students in Science.

144. COMPARATIVE LITERATURE I

A study of classical forms, themes, and stylistic devices and their specific influence and effect on English literature. Alternate years.

145. COMPARATIVE LITERATURE II

A study of the major forms and themes of modern Continental literature and their influence on English literature.

152. CHAUCER I

A study in Middle English of the major works of Geoffrey Chaucer, with emphasis on Chaucer's language and sources.

153. CHAUCER II

A study in Middle English of the major works of Geoffrey Chaucer, with emphasis on his language and sources. Either 152 or 153 will satisfy major requirement.

155. THE MEDIEVAL PERIOD

A study in translation of the major movements in English literature from the Norman Conquest to 1485.

156. THE RENAISSANCE

A study of the non-dramatic literature of England from 1485 to 1603.

157. THE SEVENTEENTH CENTURY

A study of the non-dramatic literature of England from 1603 to 1660.

158. MILTON

A study of the major works, with emphasis on *Paradise Lost*.

160. MODERN ENGLISH LITERATURE

A study of the non-dramatic literature of England from 1900 to the present.

165. CONTEMPORARY LITERATURE

A study of contemporary fiction, poetry, and criticism.

171. WRITERS' WORKSHOP I

A laboratory course designed to give the student instruction and direction in writing. Permission of instructor required.

172. WRITERS' WORKSHOP II

173. WRITERS' WORKSHOP III

174. ADVANCED COMPOSITION

A course designed primarily for prospective teachers. Practice in writing combined with discussion of the problems of writing and the teaching of writing.

199. DIRECTED READING

Under very special circumstances a student may arrange with a professor for a course in directed reading. Under no circumstances may directed reading be taken in a subject that is offered in a regularly scheduled course available to the student. Permission of chairman required.

Graduate Courses

201. SEMINAR IN POETRY (5)

202. SEMINAR IN CRITICISM (5)

203. SEMINAR IN DRAMA (5)

- 204. SEMINAR IN FICTION (5)
- 205. SEMINAR IN SATIRE (5)
- 210. ADVANCED LINGUISTICS (5)
- 211. OLD ENGLISH (5)
- 212. MIDDLE ENGLISH (5)
- 216. SEMINAR IN SHAKESPEARE (5)
- 220. SEMINAR IN NEO-CLASSICAL LITERATURE (5)
- 221. SEMINAR IN ROMANTIC LITERATURE (5)
- 222. SEMINAR IN VICTORIAN LITERATURE (5)
- 230. SEMINAR IN AMERICAN LITERATURE (5)
- 252. SEMINAR IN CHAUCER (5)
- 255. SEMINAR IN MEDIEVAL LITERATURE (5)
- 256. SEMINAR IN RENAISSANCE LITERATURE (5)
- 260. SEMINAR IN MODERN LITERATURE (5)
- 299. DIRECTED READING (5)
- 300. THESIS (5-10)

Permission of instructor and chairman required.

Thesis may be taken for 5 or 10 units which may be applied to course requirements. Students may register for English 300 only after a thesis supervisor has been appointed.

FRENCH

- 130. SIXTEENTH CENTURY

Rabelais, the Pleiade Poets, Montaigne.

140. SEVENTEENTH CENTURY

Study of the intellectual currents surrounding the classic period.

150. EIGHTEENTH CENTURY

Voltaire, Rousseau, Diderot.

160. NINETEENTH CENTURY I

Studies in the poetic and dramatic movements of the Nineteenth Century, with emphasis on the Romantics and the Symbolists.

161. NINETEENTH CENTURY II

Stendhal, Balzac, Flaubert, Zola and others, with emphasis on the Realist and Naturalist movements.

170. TWENTIETH CENTURY I

Contemporary poetry and drama.

171. TWENTIETH CENTURY II

Romans.

172. TWENTIETH CENTURY III

Cinema.

180. SPECIAL SEMINARS

Variable topics in the language and literature. Under advice, seminars may be repeated for credit. Not applicable to the MAT in French.

183. MIDDLE AGES

185. FRENCH APPLIED LINGUISTICS

Aspects of French phonology, morphology and syntax, designed for prospective language teachers. Prerequisite to the MAT in French.

190. DIRECTED READING

May be taken only by permission of the department chairman.

Graduate Courses

200. HISTORY OF THE FRENCH LANGUAGE (5)

210. FRENCH CIVILIZATION (5)

Studies in French history, institutions, art, and contemporary affairs.

220. SEMINAR IN POETRY (5)

230. SEMINAR IN DRAMA (5)

240. SEMINAR IN PROSE (5)

280. TOPICAL SEMINARS (5)

Variable topics in the language and literature. Under advice, seminars may be repeated for credit.

290. DIRECTED RESEARCH (1-5)



HISTORY

100. PRO-SEMINAR IN THE THEORY AND PRACTICE OF HISTORY

Restricted to history majors. Practical and theoretical problems of the historian. A critical study of historical writing in a specific area of history. Research and composition are emphasized.

100.02—EARLY MODERN EUROPE

100.03—RECENT EUROPE

100.04—RUSSIA

100.05—EAST ASIA

100.06—LATIN AMERICA

100.07—UNITED STATES

100.08—CALIFORNIA

100.09—AFRICA

122. THE MIDDLE AGES

Europe from the end of the ancient world to the eve of the era of discoveries. The development of European societies and institutions; the feudal system, the monarchies, the church and the towns. The advancing of the frontiers of Europe. Medieval culture.

123. TOPICS IN EARLY MODERN EUROPE

A course treating some specific aspect of European history from the fourteenth through the eighteenth centuries. Topics might include: The Italian Renaissance, The Diplomacy of the Old Regime, Calvinism, the Counter Reformation and Revolution.

124. SPAIN

Medieval origins of the Spanish kingdoms and the development of Spanish society. The age of discovery and the Siglo de Oro. European power and overseas empire. Crises of the nineteenth and twentieth centuries.

125. FRANCE IN THE ANCIEN REGIME

A historical study of the development of French society, institutions, thought and culture from the mid-fifteenth century to 1789; and the political and cultural relations of France with the rest of Europe in these years.

126. FRANCE, 1770-1871

A study of causes, course and consequences of the Revolution and the Napoleonic period; Orleanist, republican and imperial experiment.

127. FRANCE, 1871-1970

Republican France during the age of materialism, la belle époque, and World War I; contemporary France during the inter bellum period, World War II, and the Fifth Republic.

128, 129. GERMANY

A history of the social, economic, political, and cultural development of the German nation. 128, Germany from 1640 to 1890; 129, Germany from 1890 to the present.

130. IRELAND, 1782-1970

The rise of and fall of the Protestant nation, the Union, the famine, Finianism, Parnell, the triumph of Sinn Féin, the Free State and Republic until present times.

131, 132. ENGLAND

The growth of the English state and constitution. The continental ambitions of England during the Middle Ages. The Tudors and the English reformation. The constitutional struggles under the Stuart monarchs. The development of the modern English government emphasizing the political reforms of the nineteenth century. Britain's role in the modern world.

133. BRITISH COMMONWEALTH

A study of developments in the British Empire in modern times. The rise of the free dominions and the emergence of autonomous states within that system.

135. HISTORY OF RUSSIA

From the establishment of the Kievan state through the reign of Elizabeth (1762). Concentration upon Muscovite Russia, Peter, and the era of palace revolutions.

136. HISTORY OF RUSSIA

From Peter III's reign (1762) to the fall of the Russian monarchy in 1917. Nineteenth century radicalism, political thought, and culture stressed.

137. HISTORY OF USSR

The evolution of the modern Soviet state from the Bolshevik revolution, to the deposition of Khrushchev. Emphasis on the causes of the Bolshevik revolution, the emergence of USSR as a world power, and Soviet foreign policy.

138, 139. EASTERN EUROPE

The background and evolution of Poland, Czechoslovakia, Hungary and the Balkan nations; their struggles for independence, and their emergence as states after World War I and the Versailles settlement. A survey in depth of the political, economic, and social development of the East European states during the interwar period; the Second World War and its aftermath.

140. THE CITY IN HISTORY

Studies in the history of selected ancient, Renaissance and modern cities emphasizing the historical development, governmental organizations, social problems and culture.

141. 19TH CENTURY EUROPEAN NATIONALISM

Selected topics in 19th century European history, emphasizing nationalist expansion during the age of Metternich, the creation of Germany and Italy, the late 19th century imperial rivalries.

142. THE AGE OF TOTALITARIAN STATES

Selected topics in 20th century European history emphasizing Fascist and Communist relations with the democratic nations.

144. EUROPEAN DIPLOMATIC HISTORY

A study of the relations of the major European powers since 1870, with emphasis on the economic, political and social forces which influenced these relations.

146. EUROPEAN INTELLECTUAL HISTORY

A study of the main currents of European thought during the period of the Enlightenment and the French Revolution.

147, 148. EUROPEAN INTELLECTUAL HISTORY

A study of the main currents of European thought during the period of the Enlightenment and the French Revolution. Hegel, Marx, liberalism, traditionalism, and imperialism; socialism and revolutionary movements of the 20th century.

151, 152. ISLAM

151: Rise of Islam and the development of the Khalifat. Social, political and economic history: AD 600-1250. 152: Fragmentation of the Muslim world and the development of the Ottoman Empire: AD 1250-1800.

153, 154, 155. AFRICA

Africa to 1600; Africa 1600-1850; Africa after 1850. These three courses are designed to offer a basic and intensive historical survey of African cultural institutions, and social and political forces.

156. MODERN JAPAN

Demise of the Tokugawas. Meiji restoration and enlightenment. The liberal movement. Socio-economic transformations. Continental expansion. The democratic experiment. Meiji-Taisho social movements. Special reference to ultra-nationalistic movements. The "Greater East Asia War." Post-war recovery.

157. INDOCHINESE PENINSULA: FROM COLONIALISM TO NATIONALISM

A study of political developments from mid-nineteenth century Anglo-French imperialism to the emergence of national states. Particular reference to indigenous nationalist movements in French colonial areas and the modern transition in Thailand.

158. MODERN CHINA

Sociopolitical changes from the late Ch'ing Reform Movement. Special emphasis on modern revolutionary movements, political history of the Kuomintang period, and the rise of the Chinese Communist Party.

159. INTELLECTUAL HISTORY OF EAST ASIA

Great intellectual traditions of Asia: A historical survey. Introduction to Brahminism, Theravada Buddhism, Mahayana Buddhism, Confucianism, Taoism and Shintoism.

164. THE INTER-AMERICAN COMMUNITY

A history of the political, economic and social relations between the countries of the two Americas and their activities in regional and world organization.

165. ARGENTINA

Political, social and economic developments in this leading country of South America from pre-Columbian times to the present, with special emphasis on its modern national development.

166. MEXICO

A history of Mexico from the Mayas and Aztecs to the present. Special emphasis on those factors of the more recent national period, which have contributed to the development of the Mexican national character.

167. BRAZIL

An analytical study of Brazil's past and present: the colonial era, the New World monarchies of Pedro I and II, the Republic. Emphasis on social and economic developments.

168. LATIN AMERICA: THE NINETEENTH CENTURY

A topical development of Latin America from severance of colonial ties through the experiences of early nationhood: conservatism and liberalism, the caudillos and sectionalism, dictatorship and the oligarchies, nationalism and its consequences. Patterns of cultural growth and of foreign affairs.

169. CONTEMPORARY LATIN AMERICA

A topical study of twentieth century political, economic and social life. The dynamics of traditional legacies and reform programs. Ideals and realities of interamerican relations. Cultural characteristics. Present trends and prospects.

171. THEMES IN COLONIAL AMERICAN HISTORY

Selected major topics of the colonial period: Puritanism, imperial relations, the growth of representative institutions.

172. THE RISE OF JEFFERSONIAN DEMOCRACY

The development of the new nation from the Constitution through the War of 1812, emphasizing the formation of political parties, Jeffersonian democracy and cultural nationalism.

173. NATIONALISM AND SECTIONALISM

The social and political reforms and the economic changes between 1851 and the Compromise of 1850, with emphasis on intersectional rivalry.

174. THE UNION IN CRISIS

A study of major aspects of the Civil War and the problems of reconstruction; the abolitionists, the rise of the Republican party; the conduct of the war; the role of the free Negro, constitutional readjustment; the rise of the new south.

176, 177. DIPLOMATIC HISTORY OF THE UNITED STATES

Critical study of the international relations of the United States, and of the economic, political, social and public opinion forces influencing the development of American policy.

178, 179. UNITED STATES SOCIAL AND INTELLECTUAL HISTORY

The main currents of constitutional, nationalist and sectional thought. Puritanism, the Great Awakening, and the Enlightenment. Changing attitudes toward Negroes. Muckrakers and the literature of protest. Changing values as molded by or reflected in our literature.

181. THE RISE OF THE CITY

An historical study of the growth and development of the American city and its impact on all aspects of American life.

182. BLACK RESPONSE TO MODERN AMERICA

A study of the social and political institutions developed by the Black community to deal with the discrimination of the dominant society since 1877.

183. SOCIAL MOVEMENTS IN TWENTIETH CENTURY AMERICA

Popular movements for change, and against it. An investigation of the response of the American people to the problems of modern industrial society. Labor, women's rights, black activism, anti-radicalism, Ku Klux Klan, peace movement, and others.

184. RECENT UNITED STATES HISTORY

A study of the United States since World War II. Emphasis on the impact of the Cold War on both domestic and foreign policy.

187. THE WEST

The spread of the frontier and the emergence of special western problems. The west as a force in United States history and culture, and its effects.

189. CALIFORNIA

The history of California, with major attention given to the period following its annexation to the United States.

190. HISTORIOGRAPHY

A critical and historical study of the writings of great historians from antiquity to the present, relating them to the philosophical currents and social realities of their times; problems in contemporary historiography.

198. COLLOQUIUM

Group meetings for reading, research, and discussion of selected historical problems and periods.

198.01. England.

198.02. Early Modern Europe.

198.03. Recent Europe.

198.04. Russia.

198.05. East Asia.

198.06. Latin America.

198.07. The United States.

198.08. California.

198.09. Africa.

199. INDIVIDUAL STUDY

Directed reading in source materials and pertinent secondary works dealing with selected historical problems.

220. SEMINAR IN MEDIEVAL HISTORY (5)

230. SEMINAR IN EARLY MODERN EUROPE (5)

240. SEMINAR IN MODERN EUROPEAN HISTORY (5)

250. SEMINAR IN EAST ASIAN HISTORY (5)

260. SEMINAR IN HISPANIC AMERICAN HISTORY (5)

270. SEMINAR IN UNITED STATES HISTORY (5)

275. SEMINAR IN DIPLOMATIC HISTORY (5)

280. SEMINAR IN NORTH AMERICAN HISTORY (5)

290. SEMINAR IN AFRICAN HISTORY (5)

298. DIRECTED RESEARCH (5)

300. THESIS (5-10)

MATHEMATICS

101. A SURVEY OF GEOMETRY

Topics from projective, advanced Euclidean and non-Euclidean geometries.

102. ADVANCED CALCULUS I

Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, introduction to Fourier series.

103. ADVANCED CALCULUS II

A continuation of Mathematics 102, with additional advanced topics.

105. THEORY OF FUNCTIONS OF A COMPLEX VARIABLE

Analytic functions, Cauchy integral theorems, power series, conformal mapping, Riemann surfaces. Prerequisite: 103.

111. ABSTRACT ALGEBRA I

Topics from theory of groups. Prerequisites: 52 and 53 or equivalents.

112. ABSTRACT ALGEBRA II

Rings and ideals, algebraic extensions of fields, Galois theory. Prerequisite: 111.

113. TOPOLOGY

Theory of sets, metric spaces, topological spaces, and transformations.

122. PROBABILITY AND STATISTICS I

Axioms and basic laws, independence, distributions, random variables, expectation.

123. PROBABILITY AND STATISTICS II

Statistical inference, point estimation, statistical hypotheses, analysis of variance.

133. LOGIC AND FOUNDATIONS

Deductive theories. Theories and models. Consistency, completeness, decidability. The theory of models. The cardinality of models. Some related topics of metamathematics and foundations.

134. SET THEORY

Naive set theory. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Axiomatic set theory.

154. INTERMEDIATE ANALYSIS

A rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one variable. Theorems of differential and integral calculus. Prerequisite: 103.

164. COMPUTER LANGUAGE AND AUTOMATA THEORY

Investigation of various languages such as ALGOL, BASIC, APL. Turing machines, algorithms and introductory simulation.

165. MATHEMATICAL STRUCTURE OF COMPUTERS

Machine language programming. Mathematical logic and logical design of a digital computer.

166. NUMERICAL ANALYSIS

Interpolation formulas. Numerical differentiation and integration, numerical solution of algebraic, transcendental and differential equations. Prerequisite: 102.

168. DIFFERENTIAL GEOMETRY

Introduction to curves and surfaces. Differential forms, Frenet formulas, frame fields, differentiation on surfaces. Prerequisite: 53 or equivalent.

172. PROBLEM SOLVING

Use of induction, analogy and other techniques in solving mathematical problems.

175. THEORY OF NUMBERS

Fundamental theorems on divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Introduction to theory of binary quadratic forms.

179. MATRIX THEORY

Linear transformation, matrices and determinants, quadratic forms, Cayley-Hamilton theorem.

190-195. INDEPENDENT STUDY

Reading and investigation for superior students under direction of a staff member.

270. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS I (5)

Special topics in geometry, topology, combinatorial mathematics, algebra and number theory for prospective secondary school teachers of mathematics.

271. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS II (5)

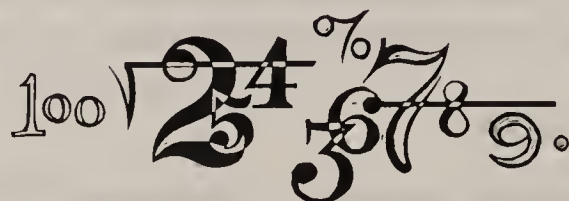
Continuation of 270.

290. MASTER'S THESIS

The goal of the M.S.T.M. thesis is to make an original written contribution in the field of mathematics teaching, a contribution that will be useful to a prospective teacher. Thus, this thesis is not meant to be research-oriented as preparation for employment in industry or in the pursuit of a Ph.D. Neither is it to be merely a "busy-work" project completed only to satisfy tradition, but otherwise irrelevant. Instead, it is supposed to be a mathematical treatise (not an educational study) on some topic appropriate to the secondary curriculum, written with mathematical rigor and precision.

291-295. INDEPENDENT STUDY

For students in the M.S.T.M. program.



SPANISH

- 100. ADVANCED SPANISH COMPOSITION, READING AND CONVERSATION I***
Required of all majors and minors.
- 101. ADVANCED SPANISH COMPOSITION, READING AND CONVERSATION II***
A continuation of Spanish 100. Required of all majors and minors. Completion of SP 100, 101 or evidence of equivalent preparation will admit students to courses in literature.
- 105. SPANISH PRONUNCIATION AND INTONATION (5)**
Systematic study of the pronunciation and intonation of modern Spanish. Intended for majors, minors and prospective teachers needing further perfection of these skills. Individual diagnoses. Daily laboratory recording exercises. Prerequisite: 22 or equivalent.
- 120. SURVEY OF SPANISH LITERATURE I***
Readings in Peninsular Spanish literature from the beginnings to 1680.
- 121. SURVEY OF SPANISH LITERATURE II***
Readings in Peninsular Spanish literature from 1680 to the present.
- 130. SURVEY OF LATIN-AMERICAN LITERATURE I***
Readings in Latin-American literature from the Colonial period to about 1888.
- 131. SURVEY OF LATIN-AMERICAN LITERATURE II***
Readings in Latin-American literature from the Modernista movement to the present.
- 140. MODERN LATIN-AMERICAN LITERATURE I**
Study of major Latin-American writers of the late nineteenth and early twentieth centuries, with emphasis on the novel.
- 141. MODERN LATIN-AMERICAN LITERATURE II**
A continuation of 140 but may be taken independently.
- 145. CONTEMPORARY LATIN-AMERICAN LITERATURE I**
Study of the major Latin-American writers of the mid-twentieth century.
- 146. CONTEMPORARY LATIN-AMERICAN LITERATURE II**
A continuation of 145 but may be taken independently.

*The above courses are not applicable to the MAT in Spanish.

150. TWENTIETH CENTURY SPANISH LITERATURE

A study of the major writers of Spain from 1898 to 1936.

160. THE SPANISH GOLDEN AGE I

Major Spanish works of the sixteenth and seventeenth centuries, with particular emphasis on nondramatic literature.

161. THE SPANISH GOLDEN AGE II

Major works of the seventeenth century, with emphasis on the drama.

165. CERVANTES

Readings from *Don Quijote* and the *Novelas ejemplares*.

175. SPANISH APPLIED LINGUISTICS I

Detailed scientific analysis of the phonology of modern Spanish. Contrastive analysis of Spanish and English sound systems. Designed for prospective language teachers.

176. SPANISH APPLIED LINGUISTICS II

Detailed scientific analysis of the morphology and syntax of modern Spanish. Contrastive analysis within the Spanish structure system, and between Spanish and English structure system. Prerequisite: 175.

190. DIRECTED READING

May be taken only by permission of the department chairman.

Graduate Courses

200. HISTORY OF THE SPANISH LANGUAGE (5)

220. SEMINAR IN PENINSULAR SPANISH LITERATURE (5)

Topic will vary. Seminar may be repeated for credit any number of times.

230. SEMINAR IN LATIN-AMERICAN LITERATURE (5)

Topic will vary. Seminar may be repeated for credit any number of times.

240. THE MEXICAN NOVEL (5)

Chronological study of the development of the novel in Mexico.

255. CONTEMPORARY SPANISH LITERATURE (5)

A study of the major writers of Spain since 1936.

290. DIRECTED RESEARCH (1-5)

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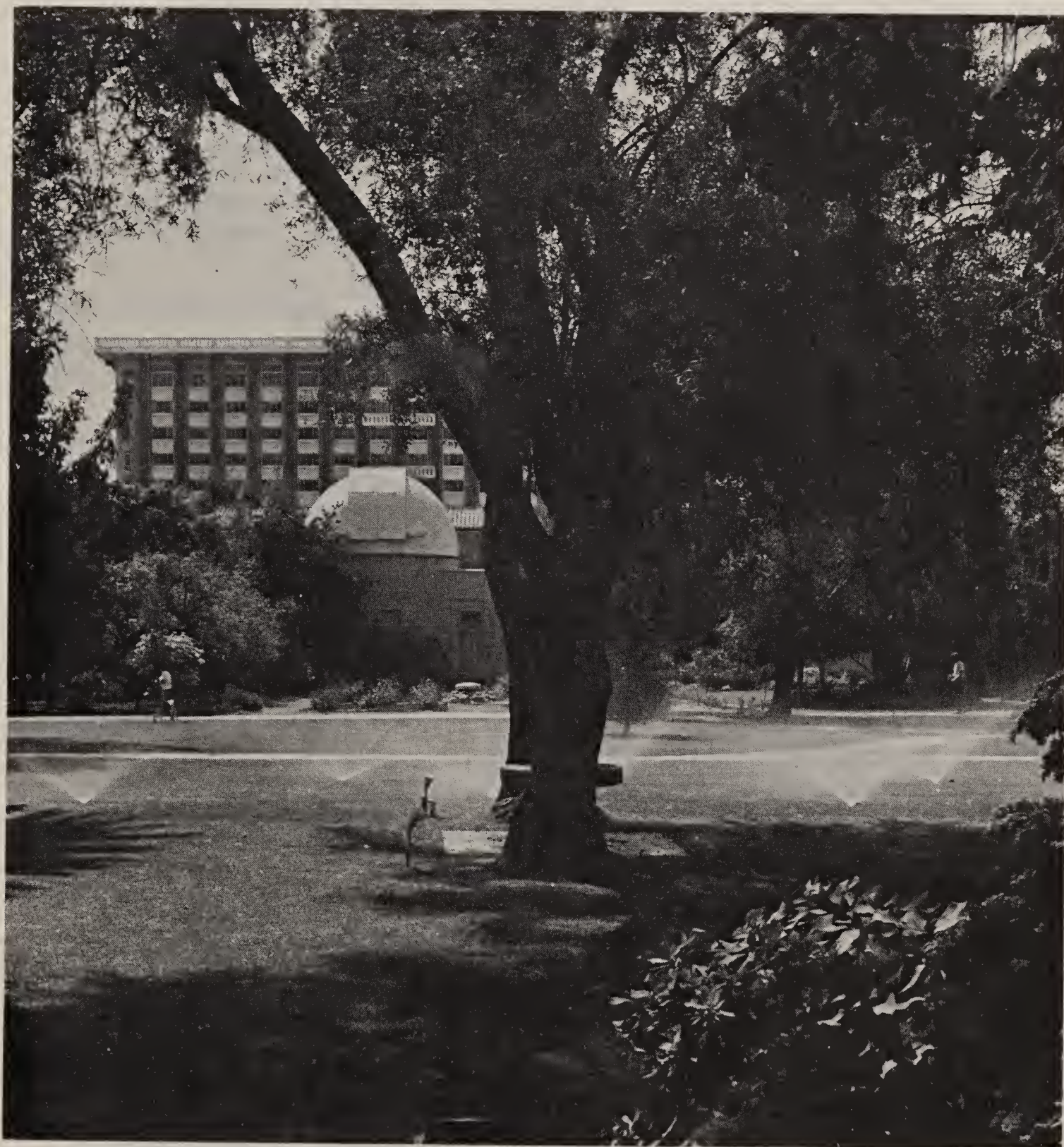
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B.A., 1937, M.A., 1938, Gonzaga University; S.T.L., 1944, Alma College.

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Professor of History
A.B., 1931, Creighton University; A.M., 1934, University of Nebraska; Ph.D., 1951, University of California, Berkeley.

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Associate Professor of Modern Languages
A. B., 1940, A.M., 1942, Ph.D., 1955, Stanford University.

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Associate Professor of Education; Chairman, Department of Education
B.A., 1958, M.Ed., 1960, University of Arizona; Ph.D., 1965, Southern Illinois University.

EDWIN J. BROWN (1951)

Professor of Education (Emeritus)
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Assistant Professor of Mathematics
B.A., 1965, Pomona College; M.S., 1966, Ph.D., 1971, Stanford University.

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Professor of Mathematics
Nat. Phil. Cand., 1948, Math. et Phys. Drs., 1953, Dr. Math. et Phys. Sc., 1959, University of Amsterdam, The Netherlands.

JAMES P. DEGNAN (1963)

Professor of English
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AUGUSTIN A. DE LA GUARDIA (1964)

Assistant Professor of Modern Languages

B.S.C., 1963, University of Santa Clara; M.Ed., 1964, M.A., 1966, Ph.D., 1970, Stanford University.

FRANCIS X. DUGGAN (1962)

Professor of English

A.B., 1948, University of Notre Dame; M.A., 1950, Ph.D., 1960, University of Pennsylvania.

GEORGE W. EVANS II (1966)

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B.A., 1942, M.A., 1943, University of California, Berkeley; Ph.D., 1951, New York University.

EDWARD T. FLOOD (1966)

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